The single most important aspect of a child’s education is having a good teacher. And teachers overwhelmingly cite student success as their principal motivator. To be maximally effective, teachers need to feel sure that their professional judgment is always vital to school improvement, to school-wide decision-making, and to anything that affects the welfare of their students.

### Recruiting and Supporting Teachers

**Highly qualified teachers**

- The single most important aspect of a child’s education is having a good teacher. And teachers overwhelmingly cite student success as their principal motivator. To be maximally effective, teachers need to feel sure that their professional judgment is always vital to school improvement, to school-wide decision-making, and to anything that affects the welfare of their students.

**Teacher Participation Rates**

<table>
<thead>
<tr>
<th>Year</th>
<th>This School</th>
<th>The State</th>
<th>NA: Too few responses to report</th>
</tr>
</thead>
<tbody>
<tr>
<td>2001-02</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>2002-03</td>
<td></td>
<td></td>
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<tr>
<td>2003-04</td>
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<td></td>
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</tr>
</tbody>
</table>

- **Percent of teachers who responded to the SALT Survey**

**What Teachers Say**

- **Lack of time necessary for adequate planning and/or implementation**
  - This School: 20%
  - The State: 20%
  - NA: Too few responses to report

- **Lack of support from teachers and/or other staff**
  - This School: 20%
  - The State: 20%
  - NA: Too few responses to report

- **Lack of training for teachers**
  - This School: 20%
  - The State: 20%
  - NA: Too few responses to report

- **Lack of developed curriculum**
  - This School: 20%
  - The State: 20%
  - NA: Too few responses to report

- **Lack of information for teachers about the reforms and/or what is expected for school improvement**
  - This School: 20%
  - The State: 20%
  - NA: Too few responses to report

**Teacher efficacy**

- **I am encouraged to make my own decisions.**
  - This School: 80%
  - The State: 80%
  - NA: Too few responses to report

- **My team or grade level shares professional material and information with each other.**
  - This School: 80%
  - The State: 80%
  - NA: Too few responses to report

- **Student discipline/behavioral management**
  - This School: 80%
  - The State: 80%
  - NA: Too few responses to report

- **School-wide goals**
  - This School: 80%
  - The State: 80%
  - NA: Too few responses to report

- **The opportunities they have to take part in decisions**
  - This School: 80%
  - The State: 80%
  - NA: Too few responses to report

- **The extent to which teachers and staff support school improvement**
  - This School: 80%
  - The State: 80%
  - NA: Too few responses to report

**Additional teacher-quality indicators**

- **Teachers with emergency certification (%)**
  - This School: 18%
  - This District: 18%
  - The State: 2%

- **Classes not taught by a highly qualified teacher (%)**
  - This School: 61%
  - This District: 61%
  - The State: 26%

- **Grievances**
  - This School: 0
  - This District: 0
  - The State: 409

- **Teacher attendance (%)**
  - This School: 99%
  - This District: 99%
  - The State: 96%

- **Time out of class for professional development (%)**
  - This School: 1%
  - This District: 1%
  - The State: 1%

- **Time out of class for medical reasons (%)**
  - This School: 1%
  - This District: 1%
  - The State: 4%

- **Time out of class for other reasons (%)**
  - This School: 5%
  - This District: 5%
  - The State: 1%

- **Total time out of class (%)**
  - This School: 7%
  - This District: 7%
  - The State: 6%